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AUTHOR Nichols, James O.
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ABSTRACT

A guidebook for the individual or group of persons on a college campus responsible for implementation of institutional effectiveness or outcomes assessment activities is presented in seven chapters. Chapter 1 explains the handbook's use in institutional effectiveness and outcomes assessment implementation, and Chapter 2 gives an overview of the institutional effectiveness implementation plan: its assumptions, basis, and execution. In Chapter 3, on building the necessary institutional-level foundation for institutional effectiveness in the first year, resource sections include: (1) "Developing the Expanded Statement of Institutional Purpose" (Michael Yost); (2) "Attitudinal Surveys in Institutional Effectiveness" (Gale Bridger); (3) "Cognitive Assessment Instruments: Availability and Utilization" (Marsha V. Krotseng); and (4) "Assessment-Related Information from the Institutional Data Systems" (Bobby H. Sharp). Chapter 4 covers detailed design at the departmental level, and includes two resource sections: "Setting Intended Educational (Instructional), Research, and Service Outcomes and Administrative Objectives" (Linda Pratt, Donald Reichard, and Brenda Rogers) and "Designing the Assessment Process" (Linda Pratt, Donald Reichard, and Brenda Rogers). Chapter 5 is on initial implementation, chapter 6 covers establishment of the annual institutional effectiveness cycle, and chapter 7 is on maintaining institutional effectiveness operations over an extended period of time. Appended are a university expanded statement of institutional purpose, and examples of linkage between expanded statement of institutional purpose, departmental/program intended outcomes/objectives, and assessment criteria and procedures.(SM)

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